

皇仁書院學生報  
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# 文苑

*The Courier*



## 編者的話

撰稿的一刻，正值疫情反覆的時候。在皇仁已經有五個年頭，不難明白到考試過後的新年假期正是一個喘息、休憩的機會。原先疫情緩和，計劃與家人，同學共聚出遊，如今卻要取消所有計劃，不啻是一場無情的戲弄！節日的意義究竟何在？在彼此相見也有難度的日子裏，節日賦予我們一個與親朋好友相聚的理由和機會，而非單純整天待在家中無所事事。

相信各位同學翻閱這本《文苑》時，疫情的迷霧或已消散。同學不妨反思假期裏的生活，重新領悟假日對你的意義吧。

## 目錄

### 校園焦點 (Focus)

p3-5

*You can find the major concerns of our school in this section, which include enhancing students' life competencies and enabling them to become self-regulated life-long learners as well as instilling positive values into students and nurturing them into upright and committed citizens.*

### 專題探討 (Feature)

p6-12

今期專題以「童年遊戲」為主題，分別訪問了三位副校長及以問卷形式調查同學對經典童年遊戲的認識，期望以此啟發同學對上一代在沒有電子產品下的娛樂活動的體會。

### 創作空間 (Your Say)

p13-16

本期的英文投稿為余同學撰寫的短篇小說第二集，內容講述探長尼維爾前往發生火災的森林期間，發現了一些可疑的物件，並發生了詭異的事情。

## 2021-2022 文苑編輯委員會

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## Areas of Major Concern

### A. To enhance students' life competencies and enable them to become self-regulated life-long learners

#### 1. To enhance students' life competencies through learning experiences inside and outside classrooms

1.1 To build a strong reading culture and capacity through Reading across the Curriculum (RaC) with multi-genres and themes in S1-S4

- The English and Biology Departments cooperated to prepare different reading materials based on the same topic for S.4.
- A Humanities Week was co-organized by several subject departments and the School Library (8-12 Nov 2021).
- The Geography Department issued a monthly magazine in collaboration with the Geography Society.
- S4 students taking the Chemistry elective read an article related to "Graphene".

1.2 To build social competencies such as collaboration skills and communication skills through project learning, gifted programmes and life-wide learning activities

- Project Learning has been introduced in S1 Mathematics.
- Life-wide learning activities / workshops have been conducted, including:
  - The Science behind Pixar Exhibition organized by the STEM Team and the VA department (S.2 & S.4)
  - A workshop conducted by the Hong Kong Animal Assisted Therapy Association (S.4)
  - A workshop about Sign Language (S.4)

#### 2. To equip students with self-regulated learning skills and habits

2.1 To develop students' habits to set goals and do reflection regularly in their studies

- Workshops about goal setting (S.1-S.6) have been conducted in the first term and will continue in the second term [CLP Team].
- S.6 students' expected grades and guidelines were sent to class teachers and subject teachers to take follow-up action.

2.2 To promote pre-lesson preparation habits through Flipped Learning

- Pre-lesson videos [Mathematics (S.3), Science (S.1 & S.2)] have been sent to students and this practice will continue throughout the academic year.
- The practice of doing a pre-lesson test [Chinese Language (S.3-S.6)] has been introduced and will continue throughout the academic year.

- *Home experiment (Science, S.1)*

*2.3 To equip junior form students with various learning strategies through training workshops and application in their studies*

- *Workshops were conducted by an external service provider from October 2021 to January 2022. The topics of the workshops were:*
  - *S.1: Active Provision skills*
  - *S.2: Active Provision Skills.*
  - *S.3: Forensic Science*
- *A survey that was designed to help students identify their learning styles was conducted and the learning style reports were distributed to students so that they could adapt their studying techniques to their learning styles.*
  - *Students did assignments related to note processing skills (Science, S.1) and mind-mapping skills (CS, S.4)*

*2.4 To encourage students to do self-revision and peer learning through self-designed questions (S1-S3), subject-based resource banks and HKEdCity OQB (S4-S6)*

- *Students have been encouraged to design questions about different subjects (Biology, Geography and Mathematics) since September 2021.*
- *The Online Question Bank platform from HKEdCity has been opened to senior form students (Geography, BAFS, Chemistry, ICT and Mathematics) since September 2021.*
- *A Mathematics eLearning Platform (S.2 and S.3) was created to support students' self-directed learning. Teaching materials, video tutorials, exercises of different levels of difficulties, were uploaded to the platform so that students could take charge of their own learning by choosing what to revise and revisit, and how to access the content.*
- *12 tutorial groups for S5 and S6 students on different electives were organized in order to help students prepare for their exams. Old boys were recruited as tutors.*

### **3. To promote teachers' professional sharing culture in school**

*3.1 To boost a sharing culture by inviting teachers from different KLAs to open their classrooms for peer lesson observation with a focus on either self-regulated learning or flipped learning designs or values education*

- *11 Department Heads and 1 Assistant Principal opened their classrooms*
- *27 teachers engaged in peer lesson observation*

*3.2 To share self-regulated learning and flipped learning lesson designs through building subject-based resource banks*



## **B. To instill positive values into students and nurture them into upright and committed citizens**

### **1. To promote the well-being of our students**

1.1 To arouse students' awareness of the importance of well-being

- S.4 to S.6 Inter-Class Indoor Rowing Competitions (conducted by the PE Department) were held during the LWL periods in October.

### **2. To cultivate positive values among students**

2.1 To provide holistic learning experiences both inside and outside classrooms to students for the promotion of core values

- Promotion of the nine positive values have been launched by subject departments.
- The CLD Curriculum (designed by the CLP Team) for S.1 to S.6 have been implemented during the LWL periods.
- The Student Leader Inauguration Ceremony (organized by the ECA Team) was held on 15 November 2021. Discipline Prefects, Counselling Prefects, House Captains, Library Prefects, Student Ambassadors, and student leaders from the Moral & Civic Education Team, CLP Team, Environmental Protection Team, Health & Sex Education Team, and Social Service Team were awarded badges and presented their Performance Pledges.
- A board display showing respect and gratitude to the school janitors was initiated by the LWL Team in November. Students wrote messages to praise and thank the janitors' contributions during Class Teachers' periods. The messages were collected and displayed on a board.
- The Inter-class Board Display Design Competition was held by the Discipline Team in the first term. Each level of students was assigned a theme for their display board. (S.1 Filial Piety, S.2 Responsibility, S.3 Care for others, S.4 Healthy Lifestyle, S.5 Perseverance, S.6 Brotherhood). The result of the competition will be announced in the second term.

### **3. To enhance students' understanding of their rights and responsibilities so as to strengthen their readiness to serve**

3.1 To provide opportunities to students in actualizing their rights and responsibilities by shouldering duties in the 160th Anniversary events

- The Badge Award Scheme for the 160th Anniversary was launched in December. Students who have participated or served in the 160th Anniversary activities will be awarded a bronze, silver, or gold badge.

3.2 To arouse students' global awareness and their roles to play as global citizens

- A talk on 'Racial Harmony' was held on 5 November 2021 for S.2 and S.3 during LWL periods. Speakers from the Race Relations Unit of the Home Affairs Department gave the talk. The talk covered topics such as culture, costumes, festivals of some ethnic minorities in Hong Kong.

## 經典童年遊戲

現今孩子的童年離不開平板電腦等電子產品，與上一代孩子消遣的內容也有天壤之別。本期《文苑》特設「經典童年遊戲」專題，透過問卷及老師專訪，更深入剖析不同年代的童年遊戲帶來的影響及風氣，也許能夠為被電子遊戲世界環繞的你，覓得一點從前與長輩相處的點滴。

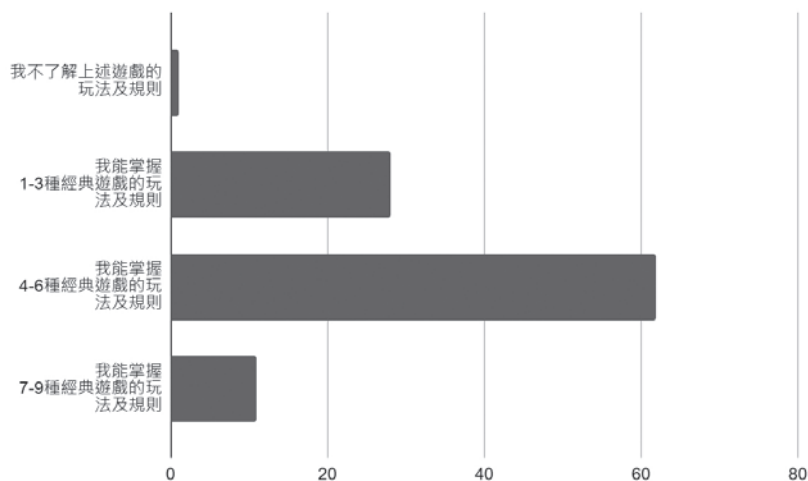
### 同學問卷分析

《文苑》於2021年11月11日以電郵方式發送問卷予全校同學，結果收到102份回覆，問卷分析結果如下：

下列為一些經典童年遊戲的舉隅：

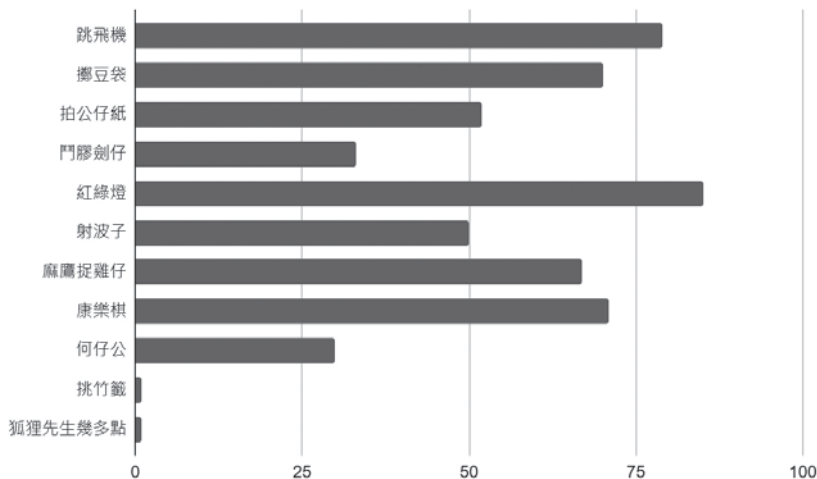
- |                |            |                |
|----------------|------------|----------------|
| (i) 跳飛機 // 跳房子 | (ii) 抓子    | (iii) 拍公仔紙     |
| (iv) 鬥膠劍仔      | (v) 紅綠燈    | (vi) 射波子       |
| (vii) 麻鷹捉雞仔    | (viii) 康樂棋 | (xi) 何仔公 (何濟公) |

請細閱下列評述，並選出最切合你情況的句子。



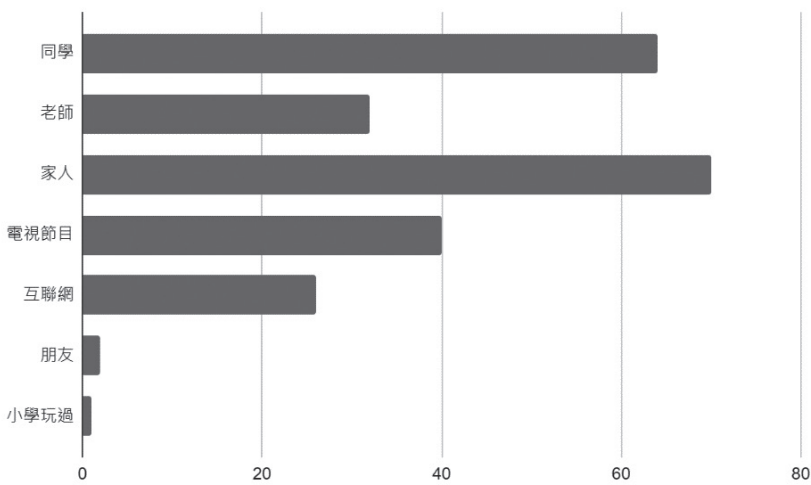
超過六成的同學能掌握四至六種經典遊戲的玩法及規則，約三成的同學能掌握一至三種經典遊戲的玩法及規則。僅有非常少數的同學毫不了解任何經典遊戲。由此可見，絕大部份同學對經典遊戲有一定的認識。

你認為下列那些經典童年遊戲值得保留並傳承下去？



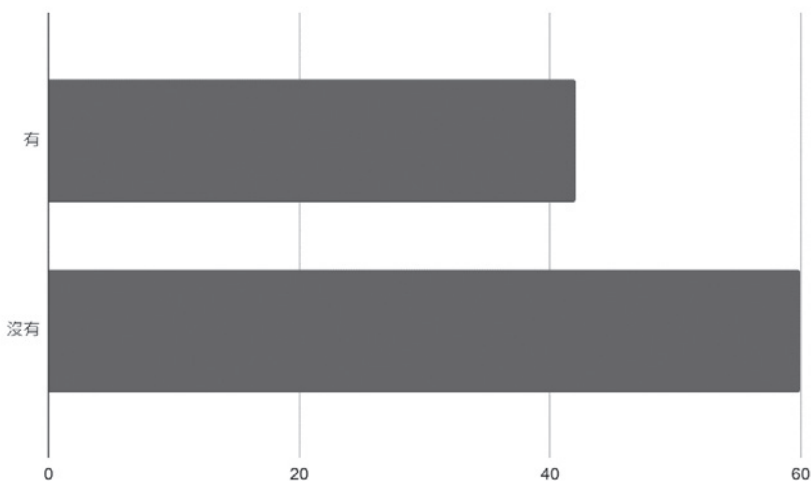
接近八成半的同學認為「紅綠燈」值得保留並傳承下去，其次是「跳飛機」，再次為康樂棋和擲豆袋。可見這四款遊戲最受同學歡迎，他們希望年輕一代也能體驗這些遊戲。除了問卷提供的選項外，同學也提出了其他經典童年遊戲，例如挑竹籤和狐狸先生幾多點，並認為這些遊戲也應該被保留並傳承下去。

你從甚麼途徑認識到經典童年遊戲？



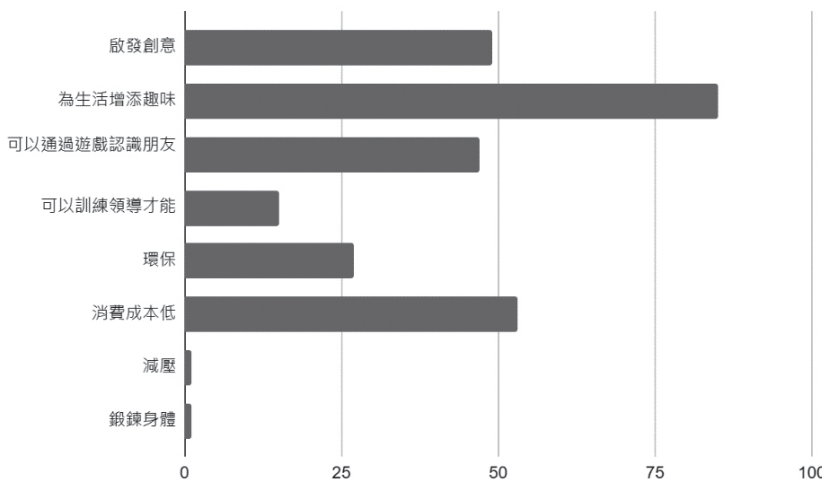
大多數同學都是從家人中認識到經典童年遊戲，其次是同學。也有不少同學是透過老師、電視節目或互聯網認識這些經典童年遊戲。

你有打算在閒暇時間接觸經典童年遊戲嗎？



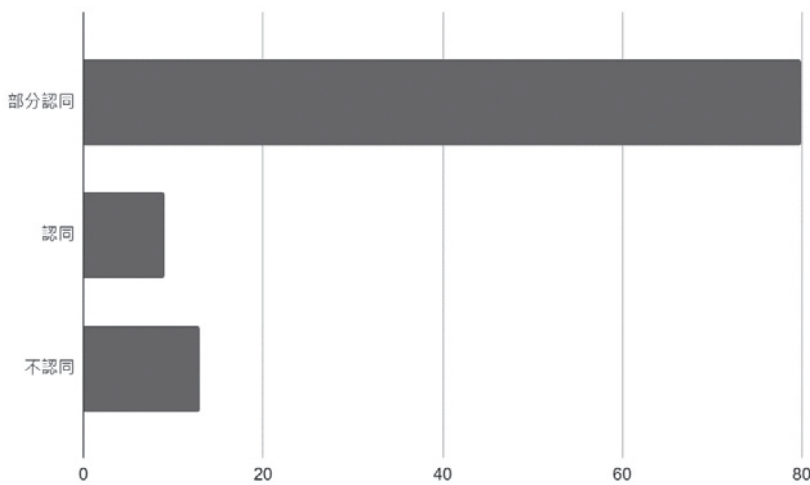
接近六成的同學沒有打算在閒暇時間接觸經典童年遊戲，但也有多於四成同學打算參與這些遊戲，可見數十年前流行的經典遊戲仍頗受現今年青人的歡迎。

你認為玩經典童年遊戲有什麼好處？



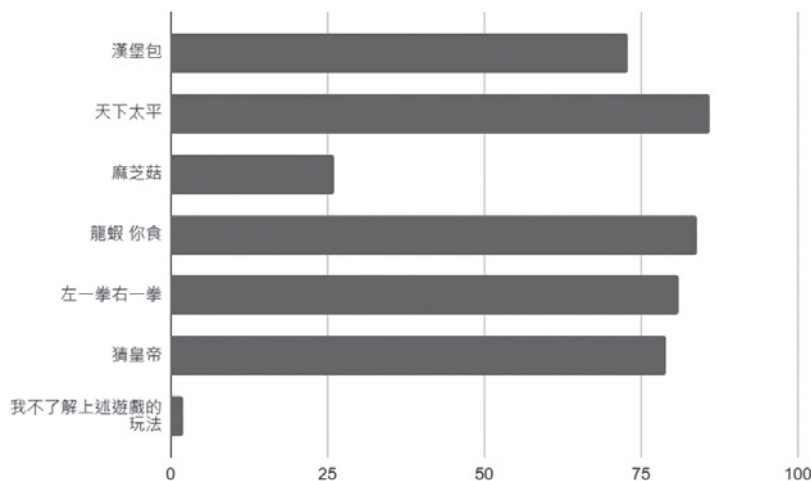
接近八成半的同學認為玩經典童年遊戲能為生活增添趣味，還有消費成本低和能夠啟發創意。總括而言，同學都認為參與經典童年遊戲能帶來好處，這肯定了經典童年遊戲的價值。

你認為現時社會上的經典童年遊戲文化是否已經完全消失？



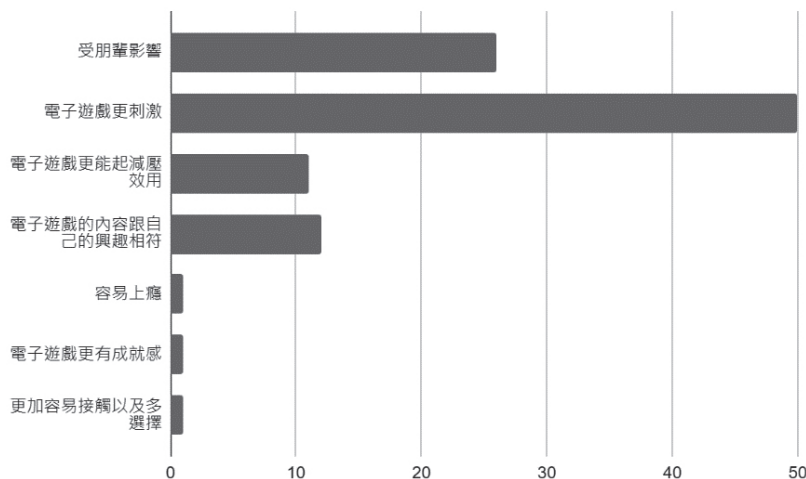
接近八成的同學認同部分的經典童年遊戲文化已經從社會上完全消失，只有一成二的同學認為經典童年遊戲文化仍得以保存。

你曾玩過以下哪些遊戲？



約八成半的同學曾玩過「天下太平」；「龍蝦你食」、「左一拳右一拳」和「猜皇帝」，也分別佔約八成。僅兩名同學表示自己不了解這些遊戲的玩法，證明這些遊戲在今天仍然頗普遍。

你認為現今年青人熱衷玩電子遊戲的主要原因是：



近半同學認為現今年青人熱衷玩電子遊戲主要是因為它比其他類型的遊戲更刺激。另外，約四分一的同學認為主要原因是朋輩影響。也有同學提出其他原因，例如電子遊戲較容易接觸和擁有更多選擇、容易上癮和更有成就感。



## 副校長專訪

### 余偉強副校長

請您介紹一款童年最喜愛的遊戲。

在我兒時的年代，不同年紀的孩子各自喜歡不同的遊戲，包括一些沒有道具的遊戲，例如「兵捉賊」、「一二三，紅綠燈」、「跳飛機」等；年紀大了一點後，我便開始接觸一些要借助道具的遊戲，例如「挑竹籤」、「波子棋」、「康樂棋」等。就我而言，印象最深的是「兵捉賊」，因為這遊戲能夠集合眾多的朋友。那時我於公共屋邨居住，很多住戶都育有小童，遊玩時會齊集各家的孩子，十多人一同玩「兵捉賊」。由於大廈間的樓層並無分隔，大家會在梯間、甚至全座大樓暢玩，歡樂萬分。



右二為余偉強副校長

您認為經典童年遊戲比起現在的電子遊戲在玩法和形式上有甚麼主要的分別？

我認為分別很大。雖然大家可以透過網上遊戲交友，但電子遊戲始終缺乏了實體遊戲中的溝通和人情味，甚或獨自一人在房間內就已經可以進行遊戲，毫無交流。而當年的經典遊戲則多是群體遊戲，至少需要兩人一同進行，而「兵捉賊」等更需十數人才有趣味。遊玩的過程既可以增進友誼，又可以培養我們待人處事之道。

你認為上一代的遊戲具教育意義嗎？它們對當時的孩子能帶出甚麼正面的影響？

我估計早年的遊戲設計並沒有刻意考慮教育意義，而是以消閒用途為主；而這年代則傾向利用遊戲讓孩童學習，故更注視箇中的教育意義。雖然上一代的遊戲以消磨時間為設計概念，但對於我們而言，的確有正面影響，因為這些遊戲講求合群，我們自然要融合社交圈子，亦能訓練人與人之間的相處和溝通技巧。

請問童年遊戲有沒有改變您的性格和對不同事物的價值觀？

對於性格有否改變，我也沒有特別深刻的印象；唯現在回想起來，遊戲使我學懂珍惜與朋友相處的時光。由於當年社會的經濟條件並不理想，許多孩子需要在家工作賺錢幫補家計，因此空閒時間並不多。我們有空的時候便會到相熟的家庭外拍門，若同伴們有空，我們便會一同暢玩。同伴們的見面機會十分寶貴，使我學懂要加以珍惜。

上一代的童年遊戲大多是自創的，而現在的電子遊戲則多是虛擬數碼影像。相較而言，您認為哪一種更能啟發兒童的創造力和思考力？

我認為兩者都能啟發創造力和思考力。唯現在我們玩電子遊戲時，大多是在享受別人的成果，因為電子遊戲都是由別人設計出來的，而我們只是用家，但同時我們亦需要思考致勝的策略，所以也算是一種思考能力的訓練。相比之下，當年的玩具大多是由我們自己構思，以最低成本，甚至利用廢物設計出來的，例如「東南西北」就是只用紙摺成的；又因為我們都沒閒錢購買物資，所以也是自己親手造「挑竹籤」的；甚至中秋節的燈籠，也是自己用柚子皮製作的。由於以前的遊戲和玩具都需要自己構思和製作，所以我認為從前的小孩會在這方面思考得較仔細。

現今的孩童越來越喜愛足不出戶就能玩電子遊戲。您認為這樣對孩童的身心發展和社交能力會否帶來影響？

我認為這些習慣會令孩子變得自我中心。在虛擬世界裡，玩家可以掌管一切，亦無需運用待人處事的技巧及與他人溝通。當年的實體遊戲則要求我們包容別人、與他人溝通，以免在社交圈子內遭淘汰。因此當時的孩子能從中學懂與人相處、考慮他人感受以及設想自身言行的後果等。由此可見，使孩子只懂著緊自己而忽略他人正是電子遊戲所帶來的最大影響。

請推薦一款適合這一代孩童的經典遊戲，並說明這遊戲對他們的啟發。

現在，當年的遊戲早已有點過時，要令現今的孩子們接受也確實不易。若要推薦一種，我會選擇「兵捉賊」。首先，這遊戲適合活潑好動的男孩子參與。玩家並不需要道具協助，當中的規則更可自訂，彈性很大，遊戲亦提供了機會讓孩子們互相磨合和協調。除此之外，這遊戲亦包含一定的策略性，例如遊戲中的「賊」要如何逃避「兵」、「賊」們如何互相營救等過程正是思考能力的訓練；由於雙方都需由領導者帶領，孩子的領導才能亦得以提升，孩子偏好成為領袖或是跟隨者的個性亦能從中反映。

您小時候曾經用過哪些方法去平衡學習和玩樂所投放的時間呢？

其實，小時候的我並沒有太留意兩者的平衡。除了學習，我們也要兼顧家裏的一些工作。由於當年我們玩的都是團體遊戲，即使自己有空，我們還要看鄰居有沒有時間。當年也沒有電子遊戲供消閒，我獨個兒的時候也只是看書。所以，我小時候並沒有特別的方法去平衡學習和遊戲。直到上了高中，要面對公開試的壓力，我才意識到這個問題。於是開始制訂時間表，分配工作的時間和次序。

## 黃國強副校長

請您介紹一款童年最喜愛的遊戲。

我童年時最喜愛的遊戲是「何濟公」：當所有人都喊了「何」字，遊戲便會結束。在遊戲中，一個人會被揀選成為追逐的角色。當其他人差不多被那人抓到，這些人便需要喊「何」，對方便暫時不會對你進行攻擊，但他們卻不能移動，只可以等待同伴來替他「解穴」。我在童年經常玩這個遊戲，所以印象十分深刻。

您認為經典童年遊戲比起現在的電子遊戲在玩法和形式上有甚麼主要的分別？

我認為兩者有顯著的分別。首先，這些童年遊戲大多需要在戶外進行，所以我們不能在家中享受遊戲的樂趣。它們也非常講求合作，以「何濟公」為例，當聽到自己的同伴喊「何」字時，我們便要想辦法去拯救他們。而且，童年遊戲會受到時間、人數和地點限制，因為當時的孩子不能太晚回家。相反，時間和地域並不會限制電子遊戲，因為我們能隨時啟動這些應用程式，即使自己的同學身處海外，也能輕易地連線，一起遊玩。再者，年齡在童年遊戲會有較大的影響，以「何濟公」為例，參與遊戲的人年紀相若，才能公平地進行遊戲；反之，電子遊戲不會受年齡影響，因為一些專業的玩家也是年紀輕輕的。

你認為上一代的遊戲具教育意義嗎？對當時的孩子能帶出甚麼正面的影響？

我認為這些遊戲具教育意義。首先，以「何濟公」為例，遊戲十分注重人與人之間的合作，因為除了避免自己被對手抓到，也要同時想辦法保護自己的隊友免受攻擊，大大提升了我的解難能力。而且這些遊戲講求孩子的體力，提升了他們的活動能力。加上孩子往往需要完成功課或溫習後才能參與這些遊戲，從而令孩子變得更加自律。

請問童年遊戲有沒有改變您的性格和對不同事物的價值觀？

我認為童年遊戲未必能改變性格，不過能夠在遊戲中學到團隊合作的重要。玩遊戲的過程中，玩家需要和朋友商討策略，例如在「何濟公」中，玩家需要決定目標是誰，從而勝出遊戲。我記得那時我會先追向跑得最快的人，因為他們被我抓到後，不能快速營救隊友。當跑得快的人已被控制，跑得慢的人自然容易抓到。由此可見，玩遊戲時需要使用不同的策略，這些策略未必能改變我的性格，但能令我們學會觀察和分析遊戲的情境，而且，雙贏也是勝出遊戲的重要一環，要勝出的關鍵不只是單憑自己跑得快，而要團隊之間的協作。因此，童年遊戲能培養玩家團隊合作的精神。

上一代的童年遊戲大都是自創的，而現在的電子遊戲則多是虛擬數碼影像。相較而言，您認為哪一種更能啟發兒童的創造力和思考力？

我認為這視乎情況而定。例如在「何濟公」中，玩家較難改變遊戲的基本規則，但他們可以因應在屋苑大堂、樓梯、球場等不同場景改變玩法。我認為雖然電子遊戲大多是虛擬影像，但創造力和思考力的影響須視乎不同人如何接收遊戲中的訊息而改變。以戶外電子遊戲「Pokemon GO」為例，玩家會拿著電子裝置到戶外捉「精靈」，可見「何濟公」和「Pokemon GO」都要求玩家到處追蹤遊戲中的目標，和其他玩家比試。而且，玩家玩這兩項遊戲都需要一定的策略：在「何濟公」中，玩家成為目標時可以透過變速以欺騙對方；在「Pokemon GO」中，玩家需要瞄準遊戲中的「精靈」。因此，無論經典童年遊戲抑或是電子遊戲，都需要玩家思考策略，從中培養玩家的思考能力。就創造力而言，玩家可以於一些遊戲自主更改遊戲的玩法，例如在「何濟公」中，當只有一個當「抓」的玩家，玩家可以增加相應人數，令遊戲更刺激。至於電子遊戲是否能啟發兒童的創造力，我認為很難一概而論。雖然現在的電子遊戲大多是虛擬影像，但有些電子遊戲可以讓玩家選擇劇情，玩家可以改變遊戲的結局。

現今的孩童越來越喜愛足不出戶就能玩電子遊戲。您認為這樣對孩童的身心發展和社交能力會否帶來影響？

我認為一些足不出戶就能玩的電子遊戲固然會影響他們的身心發展，但也有很多電子遊戲需要玩家到戶外遊玩，例如「Pokemon GO」。在溝通方面，我認為一些電子遊戲容許玩家互相溝通，有人認為這種溝通屬於指令式的，也有人指出玩家可以以社交軟件商量遊戲策略。我認為電子遊戲是其中一個交友的途徑。因此，電子遊戲會否對孩童的身心發展和社交能力帶來影響，須視乎他們的節制和自我管理能力。

請推薦一款適合這一代孩童的經典遊戲，並說明這遊戲對他們的啟發。

我認為有很多遊戲都可推薦予大家嘗試，讓大家體會新鮮感，看看對自己有什麼衝擊，例如大家未必有玩過或長時間玩「何濟公」，這些體驗都要親身經歷過才能深深感受到。加上很多遊戲都涉及共通能力，例如遊戲時需要大家一同協作、思考策略、甚或改變遊戲的玩法及難度，以迎合遊玩的人數。

您小時候曾經用過哪些方法以平衡學習和玩樂所投放的時間？

小時候，大家都要完成功課才能出門玩戶外遊戲。那些遊戲都涉及多個玩家，如果其中一人未完成功課或應做的事，就不能玩遊戲。所以，我會先完成要做的事情，才透過玩遊戲放鬆身心。現在的同學花很多時間盯着熒幕，眼睛會很疲倦，反應自然會較差。我小時候較自律，會分配時間，先做好應做的事，即使默書也會溫習好，家人首肯才出門玩樂，所以我認為自律是很重要的。



右一為黃國強副校長



## 凌婉婷副校長

請您介紹一款童年最喜愛的遊戲。

我童年最喜愛的遊戲是跳橡筋繩。從前的學校設施沒有現在那麼完備，可以玩的遊戲也不多。跳橡筋繩在任何地方都能進行，物資要求簡單，不像玩球類活動般需要特定場地，限制較少。

您認為經典童年遊戲比起現在的電子遊戲在玩法和形式上有甚麼主要的分別？

如果只是經典遊戲和電玩作比較，我認為最大的分別是現在的遊戲較講求感官上的刺激。以前的遊戲設計簡單，純粹是一班朋友一起進行，可以培養氣氛和促進合作。再者，現在的遊戲增設了不少元素，在設計上也變得更複雜，以前的經典玩意例如紙上遊戲，不會被時地所限制，而且也可以「自家製」，但是現在的玩意就需要一些器材的配合，需要特別去購買，這些就是它們的分別了。

您認為上一代的遊戲具教育意義嗎？對當時的孩子能帶出甚麼正面的影響？

我認為並非只有上一代的遊戲具有教育意義或有正面的影響。其實每一個年代出現的玩具遊戲都可以有教育意義，視乎你花多少時間及遊戲進行方式，才奠定它們的不同之處。我認為重點並非遊戲本身具教育意義與否，例如電腦遊戲也可具教育意義。而真正決定是否有教育意義的，是你是否懂得去選擇合適的遊戲、玩法和玩遊戲的時間。

請問童年遊戲有沒有改變您的性格和對不同事物的價值觀？

我小時候不覺得遊戲對我的價值觀有影響；但當我長大、成為人母後，我便認為遊戲對我的成長有所影響。首先，在我成長的年代，大多數人並不富裕，我家境亦較貧窮。正如我剛才所說，我小時候玩的遊戲，不是自製的，就是花很少金錢都能買到的東西，例如橡筋繩和用於紙上遊戲的紙和筆。後來，這類遊戲使我明白到不一定是昂貴的、或是購買的貨品才是最好的。更重要的是，與其問一種遊戲的本身對小孩成長有何影響，不如問玩遊戲的對象，還有該如何教他進行，相信這些對小孩成長的影響更大。

上一代的童年遊戲大都是自創的，而現在的電子遊戲則多是虛擬數碼影像。相較而言，您認為哪一種更能啟發兒童的創造力和思考力？

我認為兩種遊戲也可以。我不會抹煞電子遊戲的價值，因為電子遊戲也能激發同學的創造力和思考力，譬如同學要透過玩電子遊戲去建設自己的虛擬城市，從中可以訓練土地利用規劃的思維。再者，因為時代的轉變，我們不可以只停留在強調以前玩意的好處，而抹煞現今遊戲的存在價值，因此我認為每一個時代的玩意也有可取的地方。

現今的孩童越來越喜愛足不出戶就能玩電子遊戲。您認為這樣對孩童的身心發展和社交能力會否帶來影響？

會。首先，我是不玩電子遊戲的，因此我對電子遊戲的認識十分皮毛。不過據我所知，現在也有一些需要團體合作的電子遊戲，不過這些遊戲常常以遙距的形式進行。因此，這一代年輕人在玩這些電子遊戲時，會缺少彼此親身接觸和溝通的機會，從而影響了他們的溝通能力。另外，理論上電子遊戲是一種玩意，也是消閒活動。我並非指電子遊戲的設計不好，但我更擔心這些電子遊戲的設計會令年輕人沉迷。而年輕人沉淪電子遊戲會使他們花更多時間在網絡上，將大部分生活上的時間浪費，忽略了原本應該做的事情，在時間分配上便會本末倒置。

請推薦一些適合這一代孩童玩經典遊戲，並說明這遊戲對他們的啟發。

我有兩款經典玩意推給大家。第一款是跳橡筋繩，因為它既容易玩，又可以讓我們運動，而且隨時隨地也能進行。第二款是紙上遊戲「天下太平」，有雙人或多人的對壘，大家在紙上各自繪畫建構堡壘和防護罩，並且使用戰機、大砲等武器攻擊別人。我推薦這兩款遊戲給大家有兩個原因，第一是這兩款遊戲都只需要使用較少物資，十分容易進行；第二是這些遊戲需要人與人之間面對面的接觸，我認為這是十分重要的。我較關注現在年輕一代所玩的遊戲，只牽涉很少真實的接觸，因此我會推薦這兩款遊戲。

您小時候曾經用過哪些方法去平衡學習和玩樂所投放的時間呢？

我認為最重要的是認清目標，因為我出身於貧窮的家庭，因此，小時候已經明白到脫貧需要依靠自己，而在我的年代，要脫貧就要得到大學學位和找到一份好的工作。有了這個目標，我很清楚知道我要讀好書，因此無論我玩什麼遊戲，也會牢記讀書是最重要的，遊玩是次要的，而這個目標也提供了一個方向，讓我在明白到如何按照緩急先後在有限的時間內安排自己的工作。



右二為凌婉婷副校長

## 專題文章

人類自詡為萬物之靈，唯面對新舊事物的取捨時，卻仿如頓失智慧。社會中追求科技發展固然是大勢所趨，緬懷經典傳統會被定性為守舊、不願接受新事物。人類確實不能為懷緬過去而停步或走回頭路，終究也要邁向未來，經典的童年遊戲如何在這世代中自處確是個難題。

昔日孩童的玩意多為就地取材，依靠口耳相傳的玩法發揮創意，只要與友伴一起玩便足以歡暢整天。這些遊戲不拘泥於規則和形式，是打發時間、建立人際網絡的不二之選，而且遊玩的過程亦對孩子成長帶來莫大裨益。隨著時代變遷，遊戲設計漸趨商業化，也開始標榜能夠訓練孩子的解難、創造能力。同時，消閒娛樂的選擇多了，實體玩意不再是孩子消磨時間的首選，漸被電子遊戲和網絡取而代之。即使一眾朋友聚在一起，亦常出現各自專注手機屏幕的現象，毫無交流可言，這被認定為科技發展的現象，在許多人眼中乃屬正常。唯當經典漸被淡忘之際，總有念舊的人期望歲月的步伐會為舊事物調慢一點，好讓它們趕快追上，亦避免待它們被時代淘汰後只能默默憑弔。

新與舊看似對立，但推崇昔日情懷與迎合科技發展卻不一定是勢如水火的。我們並不需要在兩者之間取捨，反倒應該拿捏箇中平衡點。換言之，我們既不必執着於貪新忘舊的弊端，也不宜沉醉於空前絕後的成功感，能把舊日經典與目前的動向銜接起來方為可貴。修建舊建築並為它賦予新用途的保育方式稱為活化，此手法為固有軀體注入新能量，正彰顯了新舊並存、共融的概念。

談及活化童年遊戲，親身體驗是不可或缺的一環。上一代的人正是這些遊戲的資深玩家，假如他們能在孩子年紀還小的時候提供經典遊戲而非電子遊戲作消閒，教曉他們遊戲的玩法和意義，便能夠促成家族內的世代傳承。可是這種傳繼方式也許略嫌呆板，而且未能與現代發展接軌，大眾也確實欠缺接觸這些遊戲的渠道。本地的藝術文化在許多人眼中早已式微，但隨著愈來愈多人支持本地產業的風氣，近日已見復甦跡象。假如我們能把握良機，在產業備受矚目的時候，把童年遊戲的文化投放到電影、網絡影片、電子遊戲等更多元化的媒介當中，自然能擴大受眾範圍，引起更大迴響。

雖說經得起時間的考驗才能成為經典，但畢竟任何事物也要依靠人脈間的傳承，以保流芳百世；我們不積極貢獻，如何值得留念的事物也終究不敵光陰。我們在反覆慨歎時代更迭之際，倒不如趁經典還未失傳時，把握機會一嚐其樂趣，總比失去後的嗟嘆惋惜來得更有意義。



## A Forest Fire: A Short Story

4B Yu Cheuk Ki Gabriel

### Part III

*Staring at his compass and map, Neville Windsor sighed. The trio had been traversing across Harmand Forest for almost five hours, yet they seemed to be getting no closer to their destination.*

*“What a large forest,” grumbled Neville to himself. “What a godforsaken large forest.”*

*Harmand Forest happened to be the largest patch of vegetation in the province of Quincy, ranging around three thousand kilometers in diameter. A few personal friends had told him that the average person would take at least three days to get across the forest. And that was by walking right through the middle.*

*“Inspector,” the fireman behind him said, “We should be now five minutes away from the epicenter of the fire.” “We’re almost here, the one to his left added encouragingly, sensing Neville’s fading determination.*

*Neville nodded absentmindedly. His mind was on something else. Memories of the meeting with the employee from -- what was the company called? – ah yes, Hydrid Enterprises, ran wild in his mind again and again.*

*After a night of sleeping, he believed in the man’s theory of the forest fire even less. It seemed really absurd now, he mused. But there seems to be no other plausible explanation which suggests elsewhere. He decided not to think too deeply on this now. Anyhow, he would obtain the answers to his question soon.*

*“We’re here,” spoke a voice to his left. He looked up, and found himself in a clearing. The grass on the ground was dry, burnt to a made crisp, and made crunching noises when stepped upon while the trees surrounding them were charred. They resembled long, pointed sticks of charcoal.*

*“Suit yourself, Inspector Windsor,” spoke Theodor, one of the firemen, his bulky body wobbling as he spoke. “You can walk around, collect evidence and take photos if you want to. Communicate with us through your walkie-talkie as needed. Try not to go too far. And finally, as always, don’t panic if you face danger. But I don’t think you’ll get lost anyway.” Theodore laughed.*

*After the man had finished speaking, Neville slowly left the clearing and went into the woods, which had still been burning last night. Although the fire had been entirely extinguished early this morning the air was still filled with the acrid tang of smoke. Everywhere around him was void of life. The bleak view extended onwards for an apparently infinite distance.*

*He strayed farther and farther away, and yet nothing worth noticing caught his eye. He walked farther, and all he could see was trees, dead grass and occasionally, the bodies of critters like raccoons and squirrels.*

*Neville’s dismay gradually turned into a brief burst of desperation, before ultimately settling down into despair. It’s no use, he thought. I should’ve known that the fire would purge any evidence from*

*this forest. He decided to turn back.*

*Just when he was turning around, he noticed something which did not quite fit in with its surroundings. Something that jutted out from the landscape and looked like a mound of something brown. He walked closer to observe it better.*

*Immediately, he saw what it was. A pile of logs, stacked together in the fashion of a pyramid. This meant that someone had been there after the forest fire was put out. The logs couldn't have been there before the incident, or else they would have been incinerated into a pile of ash. This was important evidence, an essential clue that might eventually lead to the solving of the case. Neville couldn't contain his excitement. He was already imagining what he would do with them once they were brought back to the lab back at the station.*

*A sound interrupted his thoughts. The whooshing sound of fire flaring up, which reminded Neville of his first time using a Bunsen burner. Yes, that noise.... very much like one. Then he froze. Adrenaline instantaneously pumped throughout his veins. The sound was not ambient not natural at all. It had to be made by a living entity.*

*Swiftly, he took out his handgun from its holster, whipped around, and yelled, "Who's there?!" The words echoed throughout the air. But he saw no one.*

*A shiver ran up his spine. Goodness me, he thought. Whoever it was, he must be very good at concealing himself. I really need to tell Theodor and Benjamin what happened, and maybe look around for this person while they're coming. Shakingly, he took out his walkie-talkie.*

*He looked up, and realized that a burning hand was wrapped around his neck, which was, for some reason, not burning his skin. His brain screamed, "The Fire Elemental! The Fire Elemental!" And then Neville did scream.*

*Before he could utter a sound, a flaming palm clasped around his mouth and nose. Neville's vision went black abruptly.*

#### **Part IV**

*When Neville regained consciousness, he found himself in a shroud of pure darkness. It wasn't until a few moments later that he realized his eyes were shut. He opened them slowly.*

*He blinked several times to clear away the blurriness so that he could see better. He looked around and took in a lot of things at once.*

*He was in a cave, or so it seemed. On the stony ground there was a pile of burning tree branches, illuminating the dark environment. At the other end of the cavern, a person was standing with his head looking downwards, fiddling with something in his hands.*

*This continued for awhile. Then, the person looked up, and turned around.*

*They stared at each other.*

*The person was a tall, slender young woman, a little bit shorter than Neville. Her long, flowing brown hair which draped down to her shoulders, was interspersed with occasional specks of red. Her lips were closed together, and she was looking at him intently with her eyes. Neville was momentarily shocked. Her irises were the color of bright crimson which were glowing subtly in*

the semi-darkness. She was wearing a red dress, which hung down until her ankles, and had black leather shoes on. She had a cryptic look on her face.

Neville's gaze shifted onto the thing that she was holding. It appeared to be a rather large-sized ruby attached to a necklace. She sat down on an oblong slab of stone cross-legged. Neville suddenly felt that he was sitting on something uneven, and stood up immediately. It was a pile of faggots.

Little embers were twirling around the girl's fingers, in a fashion resembling that of moons orbiting planets. "So, what the man told me was true," he spoke.

The embers vanished. "Of course, he did," the girl said. "His employer has done extensive research on us throughout the years. You learned quite a lot about us from him last night, didn't you?" Neville nodded, and wondered how on earth she knew about the meeting between him and the man.

The girl seemed to be able to read his mind. "I know what you're thinking at this moment. You're wondering how on earth I knew about your meeting with the man, am I correct?" She smiled. "I'll tell you how. We Elementals can hear thoughts, you know. I can hear what people are thinking, even though they are far, far away. For example, you are thinking that you would be wasting your time if you didn't speak, and that you should begin interrogating me immediately." There was a triumphant, almost smug look on her face.

Neville blushed. Indeed, he had thought so. He said, "Maybe I should say that I have some questions to ask you instead. Anyway, I haven't introduced myself yet. I'm Neville Windsor, an inspector for the Quincy Province Police Department. I'm here to ask you several questions about a recent forest fire. It would be most appreciated if you cooperated with me. Now, may I begin?"

The girl nodded. "Of course you can. Oh, and by the way, my name is Phoebe. Phoebe Denver. You can call me Phoebe. You can start now."

"Alright, Miss Denver. I would like to inquire why you are in this cave, and whether you were the person who knocked me out and brought me here? And, if it is the case, why?" queried Neville. He gently tapped a silver ring on his middle finger, which functioned as a secret voice recorder. The technicians back at headquarters were also trying to add a miniscule camera on 4, which would allow the ring to take videos as well as record sounds.

"Whoa, whoa," she laughed, "that's already three questions in one go. I would state simply that I was the one who caused the forest fire. I was originally planning to hide here until the coast was clear. But then you decided to come here, ruining my plans and all. It seemed to be the only reasonable thing to do. You know, the average human doesn't know what an Elemental is."

"So you are really a Fire Elemental." "The Fire Elemental, actually," she interrupted. "There is currently only one fire Elemental on Bering, and that is me." "Okay," breathed Neville. "I wonder what are your motives for starting the fire. Arson is a serious enough crime. You should be grateful that no one was hurt,"

"To put it simply, I could not control myself. I pushed myself too far. I was too confident back then, and it came as a surprise when the energy in my body was so much that I could not retain it. Luckily, I was able to rein it in at the last moment or else the whole of the province would've been burnt. If that happened," Neville noticed that her hand had ignited, "Hydrid and his godforsaken

robots would have been able to locate me.” Her tone dropped, and her face revealed a mixture of sadness, mourning, melancholy and depression simultaneously. “And I would end up like my mother.” She looked like she was about to cry.

Neville tried very hard to suppress the impulse to reach out to her and comfort the girl. He tried to bear in mind that she was a criminal suspected of arson, and a valuable trove of answers which would clear all of his doubts. And indeed, he was very puzzled after hearing what she had just said. His mind was swimming with unanswered questions.

Her eyes wet, her fingers clenching the necklace, she looked up. “I can see that you are quite puzzled, I will try my best to explain to you about us Elementals, and our common nemesis, Hydrid.” Her voice suddenly dripped with scathing hate. “But first, I must ask you something: Do you know what the Great Migration is?”

A rhetorical question thought Neville. Of course he had heard about it! The tale, the epic of the humans from four million years ago, first told to children in kindergarten as a story, then taught in depth and repeated multiple times when they were in primary: middle and high school. The Great Migration the greatest act in the history of mankind! It referred to the period of time in which humans, three trillion strong, fled the old Earth and the First Solar System because the old Sun was dying, transforming into a bloated red giant. The humans lived on Starships for a thousand years, whilst searching for a new planet they could live on. Then, they found Bering, a planet extraordinarily similar to Earth, excluding the fact that it had a diameter seven point eight times that of Earth, and descended on it, to live out their new lives on a terraformed, alien planet. He nodded.

“Okay,” said Phoebe. “At some point during the Great Migration, the Almighty One revealed himself to four humans, two males, two females, and bestowed onto them the powers of controlling different aspects of nature - fire, earth, metals and plants. Throughout three thousand years, Elementals passed their energy orbs, which contained an essence of nature, to other humans. For example, I am the 365th Fire Elemental in the history of mankind. The other Elementals are scattered across Bering, but I don’t know where they are now. Hopefully, we can meet in the future. You know, Elementals are able to recognize each other by making eye contact.”

Neville realized that he wanted to know about more about her and the Elementals. This is amazing news, he thought. The whole of humanity must know about this. With them, the future of humanity could be molded into something greater, something better. He kept himself calm, and reminded himself that the person could kill him with ease.

His curiosity had to be satisfied now. “I find what you said highly intriguing,” he admitted frankly. “I wish to know more about Elementals. Tell me everything.”

For a while, she just stared at Neville expressionlessly. She was contemplating something in her mind. Then her face quivered, and a smile blossomed across her countenance.

“Sure,” she said.

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